Literacy

PERKS

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.

Aligned Curriculum

Multiple Assessment

Instruction & Intervention

Literate Environment

Partnerships

Professional Development

Literacy Team

Valuable Resources

Literacy Plan

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)
Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002

- **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).

- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
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- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Aligned Curriculum	**ACADEMIC PERFORMANCE** Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	**LEARNING ENVIRONMENT** Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
	EFFICIENCY	
Literacy Team	Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Continue

Literacy Plan

The school / district develops, implements, and evaluates a schoolwide literacy plan that communicates a clear purpose, direction, and action plan focused on teaching and learning in literacy.

PERKS - Literacy Plan

Sample Literacy Plans

Planning Tools

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

LITERACY PLAN

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Continue

Literacy PERKS : Literacy Plan

SISI Standard 9 – Comprehensive and Effective Planning: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. **While *Literacy Plan* relates to SISI Standard 9, the indicators below do not correspond directly to the SISI indicators.**

LITERACY PLAN Indicators **Provide data that indicate the extent to which the school's Literacy Plan . . .**	SCHOOL DATA SOURCES	RESOURCES
9.1 allocates resources in an equitable way based on student needs.		Organizational Support Sample Literacy Plans Planning Tools
9.2 identifies needed resources and person(s) responsible for the implementation of each activity.		Organizational Support Sample Literacy Plans Planning Tools
9.3 incorporates reading and writing goals.		Organizational Support Sample Literacy Plans Interview: Montgomery Co. Planning Tools

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LITERACY PLAN Indicators **Provide data that indicate the extent to which the school's Literacy Plan . . .**	SCHOOL DATA SOURCES	RESOURCES
9.4 is developed with input from all stakeholders who are knowledgeable about the plan.		Organizational Support Interview: Montgomery Co. Planning Tools
9.5 is fully implemented.		Organizational Support
9.6 is reviewed and revised periodically using data from sources such as **Implementation and Impact checks.**		Organizational Support
9.7 uses resources (e.g. **ESS, FRYSC, university personnel, technology,** KY Virtual Library, KY Virtual High School) to maximize literacy efforts.		Technology Resources **Grants** Organizational Support

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Sample Literacy Plans

District Wide Plans

Elementary School Plans

Middle School Plans

High School Plans

District Wide Literacy Plan

Daviess Co.

Daviess Co. District Wide Literacy Plan - Teachers in Daviess County Schools are taking aim. Their goal calls for 100% of the exiting preimary students to be reading on grade level. **Video:** 12/8/01 8:00min.

Daviess Co. Literacy Plan:http://www.dcps.org/dcps/every/literacy.htm

Elem. Literacy Plans

Campbellsville Elementary

Action Component _____ Literacy in the Content Areas

District Name _____ Campbellsville Independent   Component Managers ___ Jill Imes, Lisa Riggs

School Name _____ Campbellsville Elementary   Date _ February 27, 2004

Priority Need	Goal (Addresses the Priority Need)
A. According to the 2003 KPR, 27% of students scored below the Proficient level in reading. In addition, the 2003 KCCT open response items show that 73% of responses were below the proficient level in informational reading and 65% were below the proficient level in practical living/ workplace reading.	A1a. By May 2006, our KCCT results in reading will reflect a Reading Academic Index of 93 in order to reach proficiency by 2014.
B. According to the 2003 KPR, 85% of students scored below the proficient level in math. According to the 2003 KCCT open response items, 47% of the responses were novice in number computation, 50% for the responses were novice in geometry/ measurement, 56% of probability/ statistics responses were novice, and 54% of algebraic idea responses were novice. According to the 2003 NCLB report, CES did not make adequate yearly progress in mathematics in the African-American subpopulation.	B1a. By May 2006, our KCCT results in mathematics will reflect a Math Academic Index of 62 in order to reach proficiency by 2014.

Causes and Contributing Factors	Objectives with Measures of Success
A1. According to lesson plans and mentor observation, small group reading instruction at the primary level utilizes mainly fiction material.	A1. By May 2005, small group reading instruction for primary students will utilize non-fiction material 25% of the time, as evidenced by lesson plans and mentor observations.
A2. According to the 2003 KPR student questionnaire, 58% of fourth graders spend less than one hour per day reading in classes other than reading class; 51% use a chart or web when they read sometimes; and 40% read newspapers or magazines sometimes but not every week.	A2. By May of 2005, students will spend an increased amount of time reading in content area classes, will increase time using graphic organizers when reading and students will read newspapers and magazines on a weekly basis as evidenced by lesson plans and walkthrough observations.
A3. According to observations and analysis of assessments, students are not exposed to KCCT like open response questions in informational and practical living/ workplace reading on a regular basis.	A3. By May 2005, students will answer KCCT like open response questions in the areas of informational and practical living/ workplace reading on a weekly basis as evidenced by lesson plans and classroom assessment analysis.
B1. According to teacher discussions, math scores may be low due to a failure to align the curriculum and a lack of communication between staff at the Elementary and the Middle School (Fifth grade is housed at Campbellsville Middle School.)	B1. By June 2006, the curriculum will be vertically aligned with the Program of Studies, Core Content, and Standards and Indicators for School Improvement in the area of math as evidenced by the minutes of the SBDM.
B2. According to lesson plans, and an analysis of assessments, there is limited use of open response questions as a form of assessment in the math area.	B2. By August 2004, all students will by evaluated using authentic math assessment tools.
B3. According to KPR and the NCLB, there is an achievement gap in mathematics in the African-American subpopulation.	B3. By June 2006, there will be a reduction in the mathematics achievement gap in the African-American subpopulation as evidenced by the KRP and the NCLB.

Action Component __Literacy in the Content Areas

District Name __Campbellsville Independent   Component Managers ___Jill Imes, Lisa Riggs

School Name __Campbellsville Elementary   Date _February 27, 2004

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A1a	Teachers will select non- fiction books for use in small group reading with a focus on comprehension of these books.	Students will become more proficient in reading and comprehending informational text as evidenced by classroom assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A1b	Teachers will model a variety of comprehension strategies to increase student understanding of non-fiction material.	Students will use effective comprehension strategies as evidenced in their increased understanding observed by formative assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A2a	Teachers will insure that all students are reading material across the curriculum on a daily basis.	Students will become more fluent in their reading of informational text and will increase their comprehension as indicated on anecdotal records.	Classroom Teachers, Principal	Aug. 2004	On-going	None

A2b	Students will use a variety of graphic organizers before, during and after reading.	Students will see visual relationships among ideas helping them store and recall information as evidenced in classroom assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A2c	Students will read newspapers and magazines on a weekly basis.	Students will receive practice in reading informational text, becoming more confident and successful in their understanding as observed by the classroom teacher and as recorded in student reading logs.	Classroom Teachers, Principal, Media Specialist	Aug. 2004	On-going	None
A3a	Teachers will develop reading open response questions in the areas of informational and practical/ workplace reading.	Students will gain practice in using KCCT like assessments as evidenced by teacher lesson plans.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A3b	Teachers will model proficient practice in answering reading open response questions at least once a month. Proficient practice for all students will be teacher guided in both large and small group instruction.	Students will independently demonstrate the use of proficient skills in answering reading open response questions as evidenced by student products.	Classroom Teachers, Principal	Aug. 2004	On-going	None
A3c	Teachers will use a tuning protocol to analyze student reading open response answers.	Teachers will guide instruction based on student need as evidenced in lesson plans.	Classroom Teachers,	Aug. 2004	On-going	None

			Principal			
B1a	During professional development grade level committees will continue to align the math curriculum. The committees will meet and compare math curriculum across grade levels in order to ensure alignment of the curriculum horizontally and vertically with emphasis at the key transitions points of 4th to 5th grade.	All teachers will know what concepts and skills to teach and all students will know what they are expected to learn at each level as evidenced by improved test scores and reduction in achievement gaps.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B1b	Teachers will develop and use curriculum maps in the area of mathematics.	All teachers will know what concepts and skills to teach and when they will teach it.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B1c	Teachers will meet in grade levels once per grading period to review curriculum maps.	Monitoring by grade levels will ensure that all students are taught the same concepts and skills with no gaps in instruction.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B2a	Grade level teachers will develop math open response questions with rubrics for each area of mathematics.	Students will use CATS like assessments.	Classroom Teachers, Principal	Aug. 2004	On-going	None

B2b	Teachers will model proficient practice in answering math open response questions at least once a month. Proficient practice for all students will be teacher guided in both large and small group instruction.	Proficiency will be reached at an independent level for all students.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B2c	Teachers will use tuning protocols to analyze students math open response answers.	Students will experience successful practice while participating in math open response.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3a	All teachers will administer The Appalachian Rural Systemic Initiative or another math diagnostic assessment at the beginning, middle and end of the year.	Teachers will have data to modify instruction. Students will receive instruction based on their specific needs.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3b	Teachers will use excel spreadsheets to analyze data according to race and then modify instruction according to the students' needs.	Students will receive instruction that will target their identified needs and improve their math skills as evidenced by math assessments and lesson plans.	Classroom Teachers, Principal	Aug. 2004	On-going	None
B3c	Teachers will use reading and math vocabulary development strategies.	Students will increase long-term memory and have a working knowledge of content specific vocabulary.	Classroom Teachers, Principal	Aug. 2004	On-going	None

Middle School Literacy Plans

Lewis Co.

Two Rivers

READING PLAN

School Name_____Lewis County Middle School__District Name_____Lewis County_____

I. Priority Need (as identified in the Scholastic Audit/Review or Self Analysis)	**II. Goal**: (Recommendation from Scholastic Audit/Review or Self Analysis)
According to the 2003 CATS report, 52% of 7th grade students (currently 8th graders) scored below state standard of proficiency, 68% of current 8th grade students scored below the 50th percentile based on the fall STAR(129/189 students). According to the 2003 CTB 59% of 6th grade students (current 7th grade students) scored below the 50% percentile. 63% of current 7th graders scored below the 50th percentile based on the fall STAR (117/186 students). According to the 2001 CATS report, 53% of current 7th graders scored below proficiency (98/186 students). According to the 2003 NCLB report, Lewis County Middle School did not meet Adequate Yearly Progress (AYP) in subgroup – students with disabilities – in reading – all students in reading (49.46) compared to students with disabilities (12.50). Three students with disabilities scored proficient on the reading subtest in spring 2003.	By Spring 2004 seventh (7th) grade students will increase their Reading Academic Index from 74.7 to 80; 6th grade students will increase their Reading National Percentile on CTB from 49th percentile to the 60th percentile. The number of seventh grade students (115/190) who score proficient or above on the 2004 KCCT reading assessment will increase from 48.6% to 60% (based on increases required to reach 100% by 2014 as calculated by goal calculator). The percentage of targeted 7th - 8th grade students who score above the 50th percentile on the STAR spring assessment will increase to 50%(193/386 students). For those targeted students participating in supplemental reading class the number will be 40% (67/166 students). The number of 7th grade students with disabilities who score proficient on the reading content test will need to increase to 12 (based on NCLB/AYP data analysis). This is 48% of the special needs students (12/25). LCMS will meet their 2004 NCLB AYP goal. The ultimate goal is to have all students 6-8 reading at or above grade level.
Causes/Contributing Factors: - According to walkthrough observations, teacher, and student interviews, reading strategies are not being taught systematically across grade levels. - According to administrator observation of curriculum	Objectives with Measures of success: **Measurable Objectives:** A1. By May of 2004, walkthrough observations and teacher and student interviews will evidence that reading strategies are being taught systematically across grade

documents, units, lesson plans and teacher interviews, we have no intentional, cohesive reading program in place that spans grades 6-12.

- Based on observations and interviews with teachers and students, most learners lack a series of strategies with which to approach unfamiliar text/vocabulary.
- Based upon teacher surveys and interviews, as well as principal observation, teachers lack skill/training in teaching reading strategies.
- According to 2003 KPR (reading questionnaire data) 68% of students reported that they rarely or never use a chart or web with passages read.
- According to 2003 KPR (reading questionnaire data) 40% of students reported that they rarely or never spend time thinking or talking about what they are going to read before they read.
- According to data analysis, students do not answer all parts of the question, understand content vocabulary, or understand how to read different types of reading (persuasive, literary, practical/workplace, informational) with informational being the lowest area.

levels.

A2. By 2006, based on administrator observation of curriculum documents, units, lesson plans and teacher interviews, there will be evidence of intentional, cohesive reading instruction in place for grades 6-12.

A3. By June of 2005, 50% of all students will use at least one reading strategy when they encounter unfamiliar text or vocabulary as evidenced by teacher observations and student interviews.

A4. By June 2005, all teachers will receive training in specific reading strategies as evidenced by pd logs.

A5. In October 2004, only 40% of students will report they rarely or never use a graphic organizer, chart or web with passages read based on KPR student questionnaire data.

A6. In October 2004, only 25% of students will report that they rarely or never spend time previewing or discussing what they are going to read before they read.

A7. By June 2004, all students scoring below 50th percentile on state/local assessments will be provided with supplemental reading services as indicated by master schedule.

III. STRATEGY/ACTIVITIES

Objective	PERKS Indicator Identify the indicator for the objective) **Measurable Objective (identified by number)**	Strategy/Activity (To achieve the objective(s) .	Expected Impact on Educational Practice and Student Learning	Start Date 2003	End Date	Responsible Person	Estimated Cost

1. Reading Mentor Team will revise and implement an age/level appropriate reading curriculum and provide materials necessary to implement effective reading instruction for identified students	PERKS 3.10 3.15 9.2 M O A1. A3	1A. Reading Mentor Team will prepare all reading materials (Jamestown materials closely aligned to core content/POS and Lewis County curriculum document) to be used in the supplemental reading project which include: *Timed Readings *Specific Skills Publications *Tracking Procedures *Specific Reading Strategies	To increase reading speed and comprehension; address reading skill deficiencies and to monitor individual progress as evidenced by individual student progress graphs and STAR scores.	Sept. 2003	June 2004	Mentor Team members	Materials: $5000.00 Gear Up Grant Mentors: $1000.00 (Grant)
2. Reading Mentor Team will train participating staff (8 content teachers) to implement the supplemental reading project effectively.	PERKS 6.1 M O A6	2A. Mentor team will train all participating teachers in the implementation of the supplemental reading program (Timed Reading program for students scoring below the 50% on assessments). Team will help teachers with organizational	Increase reading achievement for students scoring below the 50th percentile by providing them with time to learn specific reading strategies to use with a variety of reading materials as evidenced by Timed Reading class rosters.	Aug 2003	June 2004	Mentor Team members	Mentors: $1000.00 (Grant)

		strategies, Reading procedures, drills, and in depth use of pre-during-after reading strategies.					
	PERKS 6.2 6.13 6.15 M O A2	2B. Team members will attend all Reading Mentor Meetings, KCTE/LA conference, and the KTL conference	Team will participate in Vendor's Fair to analyze appropriate assessments available to effectively evaluate reading program and student progress. Team will attend conferences to receive training and information about literacy and reading strategies as evidenced by meeting registrations.	**Sept 2003**	**March 2004**	**B Forman J Enix P Lewis D Johnson**	**Travel $300.00 (Grant) Travel $400.00 (PD Funds)**
	PERKS 1.15 2.2 3.3 6.14 M O A3	2C. 7-12 language arts teachers will be trained in the teaching strategies designed by the High School LA department in using a systematic vocabulary program – Word in the Word. The vocabulary words/strategies learned will be	Implementation of program as designed by the Language Arts Department. To design and implement a district-wide vocabulary program for students grades 7-12. To provide students with strategies to decode	**Oct**	**On-going**	**Principal Department Head**	**Stipend for LA teachers $2000.00 (Grant) Reading Materials $200.00 (Grant)**

			Begin	End	Responsible	Funding
	integrated within current lesson plans/units. A planned, structured vocabulary program (Word in the Word) will be implemented in all Language Arts classes 7-12.	words and increase word recognition as evidenced by lesson plans and principal/mentor observations. To increase student's vocabulary in order for them to read more efficiently and effectively, have more success in the classroom, and to score higher on state assessments and ACT.	**Oct. 2003**	**June 2004**	**Mentor Team 7-12 Language Arts teachers**	**PD $400.00**
PERKS 3.3 3.6 3.11 3.14 6.14 M O A1, A3	2. D. All Language Arts teachers will have follow-up training and coaching with the Word in Word vocabulary program. 7-12 LA teachers will meet every 9 weeks to review progress & make instructional revisions.	Teachers will have specific strategies to teach vocabulary skills to students in grades 7-12. In addition, teachers will have the opportunity to meet as one team (middle and high school) as evidenced by meeting agendas/minutes.	**Fall 2003**	**June 2004**	**Mentor Team**	**Books/ Materials $4000.00 GEAR-UP Funds $2000.00 Title VI**
PERKS 8.1 M O	2E. All Middle school teachers (30) will be provided with a Reader's Handbook to	Teachers will have a reading resource available for teaching reading strategies in	**Nov**	**June**	**Mentor Team**	**$600.00 (Grant)**

	A3	use as a guide for implementing reading strategies in all content areas. In team meetings, teachers will choose strategies to teach across the curriculum in an effort to make the using of reading strategies meaningful to students	the content area. Improved reading instruction across the content areas enabling students to be more successful in the classroom as measured by student grades and failure/retention rates.			
	PERKS 8.2 M O A7	2F. Americorps tutor will provide intervention services to the lowest scoring readers in 7th grade using the SOAR program. This is implemented during the scheduled time set aside for silent reading (30 minutes per day).	Provide individual tutoring services to struggling 7th grade students to increase reading achievement as evidenced by student reading grades and state assessment.	**Sept. 2003**	**June 2004**	**Americorps Tutor**
	PERKS 3.10 3.5 1.6 M O A7	2G. Seventh grade language arts teachers will implement reading intervention strategies for struggling readers through *Reading Workshop.*	Provide supplemental/intervention plans for at-risk readers to increase reading achievement as measured by individual student	**Sept 2003**	**June 2004**	**Principal 7th Grade Language Arts Teachers**

			progress reports/report cards.				
3. To have all students (7-8) reading at grade level as reflected in content area performance and state assessments.	PERKS 3.9 1.6 1.7 M O A4, A5, A7	3A. Reading Mentor Team will identify and provide support services for all 7th grade students who scored below the 50th percentile in reading according to 2003 CTB data; all 8th grade students who scored below proficient on the 2003 CATS reading content assessment.	Increased student success by providing opportunities for supplemental reading instruction—a structured time to learn/apply speed and comprehension skills for students scoring below the 50th percentile on norm referenced tests as evidenced by Timed Reading rosters.	Sept. 2003	June 2004	Mentor Team members Participating teachers	$1000.00 Mentors (grant)
	PERKS 2.3 2.6 2.10 M O A6, A7	3B. Identified students will be administered a STAR pre/post test as well as at nine week intervals to be used to track student progress and regrouping needs.	Monitoring of student individual progress will allow students to change levels as needed and to exit the program as evidenced by 9 week reading groupings.	Sept. 2003	June 2004	Mentor Team Participating Teachers	
	PERKS 1.6 3.5 M O A6, A7	3C. Implement supplemental reading project daily (45 minutes) using designed curriculum	Improve student reading achievement in the classroom and on state assessment as measured by local	Fall 2003	June 2004	Mentor Team members Participating teachers	2000.00 Participating teachers (grant)

		and materials. Follow planned guide for teaching reading strategies and providing a structured reading time.	and state assessments.				
	PERKS 4.3 6.2 M O A1, A4	3D. Mentor Team will teach participating staff (by modeling strategies and through scheduled trainings) how to use appropriate reading strategies, model best reading practices, and will monitor reading classes on a daily basis.	A successful reading program that will increase student reading achievement as evidenced by local and state assessment.	**Sept 2003**	**June 2004**	**Mentor Team**	**Mentors $600.00 (grant)**
	PERKS 2.6 2.10 2.8 M O A6, A7	3E. Mentor Team members will meet every 9 weeks with participating teachers to assess student progress, adjust schedules and materials; determine needs; and to gain feedback on classroom successes.	To determine student progress to meet individual needs and act as an accountability factor for the supplemental reading project as evidenced by meeting agendas/minutes.	**Sept. 2003**	**June 2004**	**Mentor Team**	**Mentors: $1000.00 (Grant)**

	PERKS 2.3 2.7 **M O** **A1**	3F. Content teachers will use the Skills Connection (Ed-Vision software program) to assess student's reading performance with grade level reading selections.	Formative assessment of student reading skills—feedback on effectiveness of reading strategies as measured by Skills Connection tests/teacher lesson plans.	**Sept. 2003**	**June 2004**	**Content Teachers**	_____
	PERKS 6.11 6.4 **M O** **A1**	3G. Plan professional development for LA department- curriculum revision, curriculum mapping, revising lesson plans, units, and assessment based on data analysis.	Improved Language Arts curriculum, instructional methods, and use of data to drive instruction as evidenced by school improvement plan and state assessment.	**July 2004**	**June 2005**	**Literacy Team PD Committee**	
	PERKS 2.7 3.3 **M O** **A7**	3H. Meet with special education teachers and language arts teachers to analyze data (CATS, NCLB) to discuss/design a plan to help students with disabilities (those whose IEPs target reading goals) improve reading skills/reading achievement.	To reduce the reading gap in the subgroup – students with disabilities. To determine a plan of action to help students with disabilities increase reading achievement as evidenced by CSIP and student IEPs.	**Dec 2003**	**June 2004**	**Literacy Team Principal**	**PD $600.00**

4. To provide information and awareness to parents, students, staff, and community members of the need for a supplemental reading program and the school's plan to implement these services for students.	PERKS 2.8 4.5 M O A7	4A. The Reading Mentor Team will meet with identified students to inform them of identification processes, the supplemental reading program, and tracking procedures.	Increase student opportunities to improve reading skills and performance as evidenced by mentor log of activities.	Sept 2003	June 2004	Mentor Team members	
	PERKS 7.1 M O A2	4B. Principal and/or Literacy Team will discuss program and progress to school based council in December/May about school's efforts to improve reading achievement for all students	Increase parental and staff awareness of student reading needs and school support services as evidenced by council agendas/meetings.	Dec 2003	May 2004	Principal	
	PERKS 5.10 M O A2, A7	4C. Mentor Team and/or Literacy Team will publicize in local newspaper information and progress reports to keep the community informed of school's efforts to improve reading achievement at	Public awareness of what the school is doing to increase reading achievement and state assessment performance as evidenced by articles.	Sept 2003	June 2004	Mentor Team Literacy Team	

		the middle school level.					
5. To establish a Literacy Team, implement a reading plan, develop a comprehensive literacy plan, and implement effective reading programs at the secondary level.	PERKS 7.2 M O A2	5A. Establish a school literacy team consisting of the principal, SE teacher, librarian, parent, student, team leaders, one council member, and a member of the Mentor Team.	Promote and provide means to design and implement a school wide literacy program as evidenced by committee roster and meeting agendas.	**Sept 2003**	**June 2004**	**Principal SBDM Council**	
	PERKS 7.5 M O A2	5B. Develop and implement a school-wide reading plan	To increase student's reading achievement and success in classroom activities as measured by local and state assessment.	**Fall 2003**	**June 2005**	**Literacy Team SBDM**	
	PERKS 7.5 7.6 78.1 8.8 9.2 9.3 9.5 M O A2	5C. Develop a comprehensive literacy plan approved by school based council and reflected in the school comprehensive improvement plan	To provide a formal plan to improve reading achievement as measured by local and state assessment.	**Fall 2004**	**June 2005**	**Literacy Team School Council Principal**	

PERKS 7.5 M O A2	5D. Implement and monitor the school literacy plan	Provides students with an effective reading program that ensures success for all students as evidenced by student performance on local and state assessments.	**Fall 2005**	**June 2006**	**Literacy Team School Council Principal Mentor Team**	
PERKS 2.6 2.7 2.10 2.9 M O A2	5E. Analyze school data (CATS, NCLB, STAR) utilizing the Collective Inquiry method to determine needs and revise the school improvement plan.	Make instructional decisions/changes based on data and implement an effective school improvement plan as evidenced by CSIP and state assessment.	**Nov 2003**	**June 2004**	**Principal District Instructional Supervisor**	

PROFESSIONAL DEVELOPMENT LEADERSHIP AND MENTOR PROGRAM (PDLM)
Covington Independent Public Schools
Two Rivers Middle School

ACTION PLAN for READING
January, 2004

Priority Need	Goal
• According to the Spring 2003 Kentucky Performance Report, the seventh grade reading index was 61.68, compared to the state average of 82.71.	A. By May, 2004, students will demonstrate improved reading skills, as indicated by no more than 20% of seventh graders scoring novice on the KCCT and the achievement of an overall reading index of 71 for TRMS on KCCT and a 10% improvement in the mean reading score on CTBS.
• According to the Spring 2003 Kentucky Performance Report, 67% of seventh grade students scored below proficiency in reading, with 28% of seventh grade students scoring novice.	
• On 2003 CTBS reading, 6th grade students scored as follows: analyzing text (66%); basic understanding (65%); evaluating meaning (56%); identifying reading strategies (53%).	B. By May, 2004, 50% of TRMS sixth and seventh graders will score at or above grade level on the STAR reading test.
• According to the STAR reading test, 77% of sixth and 79% of seventh grade students were reading below grade level as of January 12, 2004.	C. By May, 2004, 75% of sixth and seventh grade students who received Direct Instruction reading will be reading at or above grade level, as evidenced in the Direct Instruction end-of-program mastery test.
• Of 120 sixth grade students screened for placement in Direct Instruction reading, 83% were reading below grade level and were placed in Direct Instruction's Decoding Reading program.	
• Of 300 seventh grade students screened for placement in Direct Instruction reading, 88% were reading below grade level.	
• Of 7th graders scoring novice on the CATS reading assessment, the following subgroups had a higher percentage of students scoring novice: 39% males vs. 15% females; 34% African-Americans vs. 27% white; 59% special education vs. 22% no disability	
Causes and Contributing Factors	**Objectives with Measures of Success**
• Based on a review of student work in reading, there is evidence that students have difficulty applying specific reading skills to authentic reading situations.	A1. Throughout the 2003-2004 school year students will be encouraged to read and will learn and apply various reading strategies in all classes, as measured by walkthrough observations, lesson plans, and student work.
	A2. By May, 2004. sixth and seventh grade student will have participated in

1

• Based on perceptive data from teachers, students have inadequate foundation in reading skills and vocabulary knowledge and comprehension.
 	
• According to the KCCT disaggregation data, seventh graders scored at least .4 below the state mean in open response in all four reading subdomains (literary, informational, persuasive, practical/workplace) and at least .1 below the state mean in multiple choice questions on the same subdomains. Literary and persuasive subdomains received the lowest scores in open response, and persuasive and practical/workplace received the lowest scores in multiple choice.
 	
• The Spring, 2003 KCCT Reading Questionnaire illustrated several areas of concern.
 	
  When asked how often they use a chart or web with reading passages, 67% responded, "sometimes but not every week" or "never."
  When asked how often they read newspapers or magazines, 51% said "sometimes but not every week" or "never."
  When asked how often they spent time thinking or talking before reading, 63% said "sometimes but not every week" or "never."
 	
• Based on perceptive data from language arts teachers, students need:
 	
  More reading practice across the curriculum
  More writing in response to reading across the curriculum
  Greater focus on learning and applying various reading strategies
  Improved reading vocabulary skills
	no fewer than three CATS-like reading scrimmage tests, as evidenced by student work and instructional schedule.
	
	A3. Beginning in September, students will learn and apply strategies for the open response reading test and will receive additional instruction based on needs, as evidenced by analysis of student work, classroom observations, and lesson plans.
	
	B1. By May, 2004, 70% of students will score at or above grade level on STAR reading test.
	
	C1. Beginning in September, 2003, identified sixth grade students will receive Direct Instruction reading, and beginning in January, 2004, identified seventh grade students will receive Direct Instruction reading, as evidenced by class lists and daily instructional schedules.

ACTIVITIES AND STRATEGIES FOR READING

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1a. Teachers will sponsor Book Clubs during DEAR time. Impact: Students will be inspired to read more, as measured by Accelerated Reader student records.	Meeting Log	Media Specialist	8/2003	5/2004	N/A	N/A
A1b. Teachers will facilitate the Accelerated Reader program throughout the school year based on a classroom point system with rewards. Impact: Students will read more, as measured by Accelerated Reader student records.	Printout of Students' Accelerated Reader Logs	Media Specialist	8/2003	5/2004	N/A	N/A

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1c. Teachers will participate in six hours of professional development on Accelerated Reader. Impact: Teachers will maximize student use of Accelerated Reader, as measured by Accelerated Reader student records.	PD Agenda Sign-in Sheets	Reading Mentor	6/01/03	8/25/03	N/A	N/A
A1d. Teachers will participate in six hours of professional development on Reading Strategies Across the Curriculum, focusing on the book, *Teaching Reading in the Content Areas: If Not Me, Then Who?* Teachers will receive a copy of the book, as well as all supplemental materials. Impact: Teachers will implement effective reading strategies in the classroom, as measured by lesson plans and student work.	PD Agenda	Reading Mentor	6/01/03	8/25/03	$2,000	PD Title I
A1e. Teachers will provide focused instruction in reading during ESS from 3:00 – 4:00. Impact: Teachers will identify and target the needs of struggling readers and provide interventions during ESS and assist in closing achievement gaps between specific subgroups	ESS Sign-In Sheet	ESS Coordinator	8/2003	5/2004	$12,000	ESS FUNDS
A1f. Reading Mentor will provide on-going professional development in best practices, with a continuing focus on *Teaching Reading in the Content Areas*, for teachers in sixth and seventh grades: January 26; February 9; February 23; March 8; March 22; April 19. Reading Mentor will follow-up with two classroom observations per teacher (10 participants @ $33.75 per session times six sessions) with analysis of student work occurring at each session. Impact: Teachers will teach specific reading strategies as they relate to their content material, as measured by student work.	Sign-in Sheets Agenda Observation Notes Student Work	Reading Mentor	1/2004	5/2004	$2,025	Grant Funds
A1g. Teachers will use content-specific and age-appropriate magazines (such as *Scope* and *Science World*) to teach reading in their content areas. Impact: Teachers will provide a variety of reading materials that will engage readers, especially subgroups of students.	Purchase Orders Classroom Observation	Principal Media specialist Reading Mentor	8/2003	5/2004	$1,000	Instructional Allocations
A2a. Teachers will administer at least three reading scrimmage tests and engage in team analysis of student performance. Impact: Teachers will determine student progress and modify instruction to meet the needs of the students, as measured by scrimmage test results and analysis over time.	Analysis reports Comparison charts of student scores	Principal District Reading Resource Teacher	10/2003	4/2004	N/A	N/A
A3a. Teachers will post Open Response "Power Verbs" in their classrooms and will deliver on-going instruction in the use of these words, as well as appropriate graphic organizers, ito teach students how to answer reading open response questions. Impact: Teachers will intentionally target the specific skills that students need to answer open response questions.	Classroom Observations	Reading Mentor	8/2003	5/2004	N/A	N/A

Activity or Strategy	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B1a. Teachers will facilitate the administration of the STAR test for all students in September and again in May to determine growth, as measured by pre- and post-test results. Impact: September STAR results will assist teachers in differentiating instruction and meeting the needs of individual students through an awareness of the reading level of each student.	STAR student record sheets	Classroom Teachers Media Specialist	8/2003	5/2004	N/A	N/A
C1a. A teacher will provide Direct Instruction reading for the most struggling sixth graders during language arts time. Impact: A teacher will provide specific interventions for students who are identified as struggling readers.	Daily Schedule Student Data Sheets	Principal Resource Teacher District D.I. Coaches and Trainers	8/2003	5/2004	$4,000	Title I
C1b. Teachers will participate in three hours of professional development in Direct Instruction reading. Impact: Teachers will utilize Direct Instruction in the most effective way to meet the needs of struggling readers.	Sign-In Sheet Agenda	District D.I. Trainers	8/2003	5/2004	N/A	PD
C1c. Teachers will provide Direct Instruction reading in small groups for seventh grade students reading at or below 7.0 grade level on STAR test. Impact: Teachers will provide specific interventions for students who are identified as struggling readers.	Placement Test Records Student Data Sheets	Reading Leader Resource Teacher District D.I. Coaches	1/2004	5/2004	$10,000	Title I

4

High School Literacy Plans

Graves Co.

Lewis Co.

Perry Co. Central

Action Component ____Reading_____

District Name _____Graves_____   Component Manager _____Michele Douglas_____

School Name _____Graves County High School   Date   ___February 2004_____

Priority Need	Goal (Addresses the Priority Need)
According to the 2003 KCCT report, 59% of GCHS students scored below proficient on the state reading test. According to SRI and TABE respectively, 42% of 9th grade students and 62% of 10th grade GCHS students scored below grade level in reading. According to the 2003 KPR report, GCHS did not meet Adequate Yearly Progress in reading for students with disabilities subgroup.	A1. By September 2005 the KCCT will reflect a 10% reduction of students scoring at the novice level and a 5% increase of students scoring at the proficient level in reading on the KCCT. A2. By June 2004 SRI and TABE will show a 10% increase in students reading at grade level.

Causes and Contributing Factors	Objectives with Measures of Success
According to 2003 KPR student survey, 59% of GCHS students reported reading 1 hour or less for classes other than language arts. According to the 2003 KPR student survey, 84 % of GCHS students report using a graphic organizer with passages read	A 1. By spring 2004 various reading comprehension strategies will be part of weekly instruction in all classes as evidenced by lesson plans and principal walk-throughs. BDA, Whisper reading, Graphic Organizers, GIST, are a few that will be used. These will be used to improve literary, informational, persuasive, and practical workplace reading

only once a week or less. According to 2003 KPR student survey, 70 % of students report reading newspapers, magazines, or journals only once a week or less.	comprehension. A 2. By January 2004 instruction for all students will include weekly free reading time as evidenced by principal walk-throughs. Free reading will allow students choice of materials and improve fluency which will improve reading comprehension. A3. By January 2004 science and social studies classes at the 9th and 10th grade levels will incorporate non-textbook reading weekly.

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A 1.	Teachers across curriculum will model effective comprehension strategies using a variety of genres on a weekly basis	A1. All instructional staff at the school will implement a consistent reading approach, which includes strategies for all learning types as evidenced by teacher lesson plans.	Assistant principal in charge of instruction.	11/03	6/04	Resources Include periodicals purchased by CSIP reading fund, and online materials. $400

A 2.	Students in 9th and 10th grade language arts classes will be provided with explicit instruction in comprehension strategies including read aloud modeling.	A 2. All 9th and 10th grade language arts teachers will align reading instruction to improve student achievement as evidenced by SRI or TABE	Assistant principal in charge of instruction.	10/03	6/04	Professional Development Fund/ Reading Grant Fund
A 3.	Content area reading beyond the textbook (journal articles, biographies, news stories, editorials, fiction . . .)will be incorporated into appropriate classes.	A3. Teachers participating in the focus groups will model reading comprehension strategies with diverse genres to improve reading skills as evidenced by lesson plans or informal observations.-	Reading Mentor	11/03	6/04	Reading Grant Fund $1500

READING PLAN

School Name_____ Lewis County High School___ District Name_____ Lewis County_____

I. Priority Need (as identified in the Scholastic Audit/Review or Self Analysis)	**II. Goal**: (Recommendation from Scholastic Audit/Review or Self Analysis)
According to the 2003 CATS report, 2003 CTB report, and 2003 CAT/5 report respectively: 73% of 10th grade students scored below state standard; 53% of 9th grade students scored below the 50th percentile; and on the Fall 2003 CAT-5 pre-test, 59% of incoming 2003 9th grade students scored below the 50th percentile in reading. According to the 2003 NCLB report, Lewis County High School met its Adequate Yearly Progress (AYP) for 10 of 10 goals (100%). According to 2003/August STAR report, 51% % of 10th grade and 56% of 9th grade students scored below 50th percentile(91/179 10rh grade students and (102/192 of 9th grade students). According to the 2003 data analysis, students do not answer all parts of the question, understand content vocabulary, or understand different reading genres.	Tenth (10th) grade students will increase their Reading Academic Index from 73.8 to 77 (based upon projections from goal calculator to reach proficiency by 2014); 9th grade students will increase their Reading National Percentile on CTB from 49th percentile to the 60th percentile. The ultimate goal is to have all students 9-12 reading at or above grade level. 55% of 9th grade students will score above the 50th percentile on their spring CAT-5 post-test (106/192 students). The number of tenth (10th) grade students who score proficient or above on the 2004 KCCT reading assessment will increase from 27% to 40% (69/172 Students). Based on the May 2004 STAR report, 40% of targeted students will score above the 50th percentile(52/132 students). This would be approximately 80% of 10th grade students were scoring above 50th percentile (139/172 students). LCHS will meet its AYP for 2004.
Causes/Contributing Factors: - According to walkthrough observations, teacher, and student interviews, reading strategies are not being taught systematically across grade levels. - According to administrator observation of curriculum documents, units, lesson plans and teacher interviews, we have no intentional, cohesive reading program in place that spans grades 6-12. - Based on observations and interviews with students, most learners lack a series of strategies with which to approach unfamiliar text/vocabulary. - Based upon teacher surveys and interviews, as well as principal	**Measurable Objectives:** *A1*.By May of 2004, walkthrough observations and teacher and student interviews will evidence that reading strategies are being taught systematically across grade levels. *A2*.By 2006, administrator observation of curriculum documents, units, lesson plans and teacher interviews, there will be evidence of intentional, cohesive reading instruction in place for grades 6-12. *A3*By June of 2005, 50% of all students will use at least one reading strategy when they encounter unfamiliar text or vocabulary as evidenced by teacher observations and student interviews.

observation, teachers lack skill/training in teaching reading strategies.

- According to 2003 KPR (reading questionnaire data) 47% of students reported that they rarely or never use a graphic organizer, chart or web with passages read.
- According to 2003 KPR (reading questionnaire data) 38% of students reported that they rarely or never spend time previewing or discussing what they are going to read before they read.
- According to data analysis, students do not answer all parts of the question, recognize content vocabulary, or understand the different reading genres.

A4.By June 2005, all teachers will receive training in specific reading strategies as evidenced by pd logs.
A5.In October 2004, only 20% of students will report they rarely or never use a graphic organizer, chart or web with passages read based on KPR student questionnaire data.
A6.In October 2004, only 20% of students will report that they rarely or never spend time previewing or discussing what they are going to read before they read.
A7. By October 2003, all students scoring below the 50th percentile on state and/or local assessments will receive supplemental reading services as evidenced by the Master Schedule.

III. STRATEGY/ACTIVITIES

Objective By the end of 2003-2004 school year:	PERKS Indicator (indicated by number) **Measurable Objectives (Identified by letter and number)**	Strategy/Activity (to achieve the objective(s) .	Expected Impact on Educational Practice and Student Learning	Start Date 2003	End Date	Responsible Person	Estimated Cost
1. Reading Mentor Team will revise/refine an age/level appropriate reading curriculum and provide materials	Perks 3.10 3.15 9.2 M O	1A. Reading Mentor Team will prepare all reading materials (materials match core content and POS identified for 9th and 10th grade reading	To increase reading speed and comprehension; address reading skill deficiencies and to monitor individual progress as evidenced	**Sept. 2003**	**June 2004**	**Mentor Team members**	**Materials: $5000.00 (LEA) Mentors: $1000.00 (Grant)**

necessary to implement effective reading instruction for identified students	A1, A3	curriculum) to be used in the supplemental reading project which include: *Timed Reading Plus *Specific Skills Publications *Tracking Procedures *Specific Reading Strategies	by individual student graphs/STAR reports				
2. Reading Mentor Team will train participating staff (Eight volunteer content teachers) to implement the supplemental reading project effectively, and provide training to entire staff on reading strategies across the content areas.	PERKS 6.1 M O A6	2A. Mentor team will train all participating teachers in the implementation of the supplemental reading program (30 minutes of timed readings which emphasize speed and comprehension) for all 9th and 10th grade students who scored below the 50th percentile on state or local assessments. Team will help teachers with refinement strategies, pacing drills, and in depth use of pre-during-after reading strategies.	Increase reading achievement for targeted students through a daily systemic reading instruction as evidenced by local and state assessments	Aug. 2003	June 2004	Mentor Team members	Mentors: $1000.00 (Grant)

	PERKS 6.2 6.13 6.15 M O A2	2B. Team members will attend all Reading Mentor Meetings, KCTE/LA conference, and the KTL conference	Team will participate in Vendor's Fair to analyze appropriate assessments available to effectively evaluate reading program and student progress. Team will attend conferences to receive training and information about literacy and reading strategies as evidenced by registration info.	**Sept 2003**	**March 2004**	**B Forman J Enix P Lewis D Johnson**	**Travel $300.00 (Grant) Travel $400.00 (PD Funds)**
	PERKS 3.3 3.5 3.6 1.15 M O A3	2C. Language Arts Department will review the Word in the Word teaching materials and design an effective way to implement vocabulary lessons in every English class (15 minute mini lesson per class) and design strategies to use words in lesson plans.	Awareness of various effective reading vocabulary strategies to be used at secondary level. Vocabulary strategies implemented in Language Arts classes to increase reading achievement (and ACT scores) in grades 7-12 as evidenced by lesson plans, principal	**Sept 2003**	**June 2004**	**Principal Department Head**	**Stipend for LA teachers $2500.00 (Grant) Reading Materials $200.00 (Grant)**

		and mentor observation.	Sept. 2003	June 2004	**Principal Department Head**	**PD $400.00**
PERKS 1.15 2.2 3.3 6.14 M O A1, A3	2D. 7-12 language arts teachers will be trained in the teaching strategies designed by the LA department in using a systematic vocabulary program – Word in the Word. A planned, structured vocabulary program (Word in the Word) will be implemented in all Language Arts classes 7-12. Words/lessons will be tied to units of study and used as part of reading/writing strategies.	Implementation of program as designed by the Language Arts Department. To design and implement a district-wide vocabulary program for students grades 7-12 To increase student's vocabulary in order for them to read more efficiently and effectively, have more success in the classroom, and to score higher on state assessments and ACT as evidenced by state assessment and ACT scores.	Oct. 2003	June 2004	**Mentor Team 7-12 Language Arts teachers**	**Books/ Materials $4000.00 GEAR-UP Funds**
PERKS 3.3 3.6 3.11 3.14 6.14 M O	2 E. All Language Arts teachers will have follow-up training and coaching with the Word in Word vocabulary program. 7-12 LA teachers will meet	Teachers will have specific strategies to teach vocabulary skills to students in grades 7-12. In addition, teachers will have the opportunity to meet	**Fall**	**On-going**	**Mentor Team**	

A1, A3	every 9 weeks to review progress & make instructional revisions.	as one team (middle and high school) as evidenced by meeting rosters.					
PERKS 3.9 1.6 1.7 M O A4	2F. All teachers will be trained in using reciprocal reading strategy on a four - week basis. (Every department will use this technique, daily for four weeks)	Students will be able to correctly distinguish between literal and inferential questions based on content material as evidenced by teacher informal testing and state assessment.	**Sept. 2003**	**June 2004**	**Principal Ass't. Principal**		
PERKS 6.12 M O A2	2G. Provide training to English Department faculty in effective reading strategies for secondary students. Team members will model specific reading strategies during monthly faculty or department meetings (one strategy per meeting) for all staff members.	Improve reading content knowledge and instructional techniques to increase student reading achievement as evidenced by faculty agendas and meeting logs.	**Sept. 2003**	**June 2004**	**Mentor Team members**	**ASCD Materials $1500.00 Title V** **Reading Strategies in Action**	
PERKS 3.21 M O	2H. All teachers will document evidence of	Improved reading instruction across the	**Sept.**	**June**	**Principal**		

				2003	2004	Asst. Principals	
	A4, A1	use of specific reading strategies in daily lesson plans and units.	content areas enabling students to be more successful in the classroom as evidenced by grades and failure reports.				
3. To have all students (9-12) reading at grade level as reflected in content area performance and state/local assessments.	**PERKS** 2.10 2.5 **M O** A4, A5, A7	3A. Reading Mentor Team will identify and provide support services for all 10th grade students who scored below the 50th percentile in reading according to 2003 CTB data; all incoming 2003-04 9th grade students will be given the CAT/5 to identify students scoring below the 50th percentile in reading.	Increased student success by providing opportunities for supplemental reading instruction—a structured time to learn/apply speed and comprehension skills for students scoring below the 50th percentile on norm referenced tests as evidenced by reading rosters.	**Sept. 2003**	**June 2004**	**Mentor Team members Participating teachers**	
	PERKS 2.6 2.10 2.8 **M O** A6, A7	3B. Identified students will be administered STAR pre/post tests as well at nine week intervals to be used to track student progress and regrouping needs.	Monitoring of student individual progress will allow students to change levels as needed and to exit the program when they score above 50th percentile as evidenced by student groupings each 9	**Sept. 2003**	**June 2004**	**Mentor Team**	

			weeks.				**Mentors: $1000.00 (Grant) Teachers $3000.00 (Grant)**
	PERKS 3.10 8.5 M O A3, A7	3C. Implement supplemental reading project (for 9th and 10th grade students scoring below the 50th percentile) during 30 minute contact time (daily) using designed curriculum and materials. Monitor reading program-model reading strategies- adjust groups/instruction.	Improve student reading achievement in the classroom and on state assessment as evidenced by local and state assessments	**Fall 2003**	**June 2004**	**Mentor Team members Participating teachers**	
	Perks 6.11 6.4 M O A1, A 4	3D. Mentor Team will teach supplemental reading program staff (8 participating teachers) how to use appropriate reading strategies, model best reading practices, and monitor reading classes on a daily basis.	A successful reading program that will increase student reading achievement as measured by local and state assessments	**Sept. 2003**	**June 2004**	**Mentor Team**	_____
	PERKS 3.4	3E. Mentor Team members	To determine student				**Mentors: $600.00**

	M O A6, A7	will meet every 9 weeks with participating teachers to assess student progress, adjust schedules and materials; determine needs; and to gain feedback on classroom successes/concerns.	progress to meet individual needs and act as an accountability factor for the supplemental reading project as evidenced by meeting agendas and rosters.	**Sept. 2003**	**June 2004**	**Mentor Team**	**(Grant)**
	PERKS 2.8 2.12 M O A1	3F. Content teachers will use the Skills Connection (Ed-Vision software program) to assess student's reading performance with grade level reading selections – provide follow up and practice for targeted students.	Students will be provided opportunities to demonstrate learning/reading performance at specific grade levels as measured by Skills Connection assessments.	**Sept. 2003**	**June 2004**	**Content Teachers**	
	PERKS 1.1 1.4 M O A2	3G. Continue work in LA department-curriculum revision, curriculum mapping, revising lesson plans, units, and assessment based on data analysis.	Improved Language Arts curriculum, instructional methods, and use of data to drive instruction as measured by state assessment and principal evaluation.	**Aug 2003**	**June 2004**	**Principal Dept head**	**PD Funds $2000.00**
	PERKS 2.1 M O	3H. Students will complete the Jamestown Individual	Allow for continuous progress and meet	**Oct. 2003**	**April 2004**	**Language Arts**	

	A7 PERKS 4.5 M O A7	Skills Assessment. 4A. The Reading Mentor Team will meet with identified students to inform them of identification processes, the supplemental reading program, and tracking procedures.	individual needs as measured by the Jamestown Assessment. Increase student opportunities to improve reading skills and performance as evidenced by reading group rosters.			**Teachers** **Mentor Team members Participating Teachers**	
4. To provide information and awareness to parents, students, staff, and community members of the need for a supplemental reading program and the school's plan to implement these services for students.				**Sept 2003**	**June 2004**		
	PERKS 7.1 M O A2	4B. Principal and/or Literacy Team will discuss program and progress to school based council in December/May about school's efforts to improve reading achievement for all students	Increase parental and staff awareness of student reading needs and school support services as evidenced by council agenda/minutes.	**Dec 2003**	**June 2004**	**Principal**	
	PERKS 5.10 M O A2, A7	4C. Mentor Team will publicize in local newspaper information and progress reports to keep the community informed of school's efforts to improve reading achievement at	Public awareness of what the school is doing to increase reading achievement and state assessment performance as evidenced by articles.	**Sept 2003**	**June 2004**	**Mentor Team**	

		the secondary school level.					
5. To establish a Literacy Team, implement a reading plan, develop a comprehensive literacy plan, and implement effective reading programs at the secondary level.	PERKS 7.1 7.2 7.3 M O A2	5A. Establish a school literacy team consisting of the principal, SE teacher, librarian, parent, student, department heads, one council member, and one member of the Mentor Team	Promote and provide a means to design and implement a school wide literacy program as evidenced by meeting agenda/minutes.	**Sept 2003**	**June 2005**	**Principal SBDM Council**	
	PERKS 3.4 3.6 7.5 M O A2	5B. Develop and implement a school-wide reading plan	To increase student's reading achievement and success in classroom activities as measured by local and state assessment.	**Fall 2003**	**June 2004**	**Literacy Team SBDM**	
	PERKS 7.5 7.6 8.1 8.8 9.2 9.3 9.5 M O A2	5C. Develop a comprehensive literacy plan approved by school based council and reflected in the school comprehensive improvement plan	To provide a formal plan to improve reading achievement as measured by local and state assessments and student failure rates.	**Fall 2003**	**June 2005**	**Literacy Team School Council Principal**	
	PERKS 7.5	5C. Implement and monitor the school	Provides students with an effective literacy	**Fall**	**On-**	**Literacy**	

M O A2	literacy plan	program that ensures success for all students as evidenced by state assessments.	**2005**	**going**	**Team School Council Principal Mentor Team**	
PERKS 2.6 2.7 2.10 2.9 M O A2	5D. Analyze school data (CATS, NCLB, STAR) utilizing the Collective Inquiry method (ARSI training) to determine reading needs and revise the school improvement plan.	Make instructional decisions/changes based on data, implement an effective school improvement plan as evidenced by meeting agendas/minutes.	**Nov**	**On- going**	**Principal Instructional Supervisor**	

Action Component: READING ACROSS THE CURRICULUM PLAN

District Name: **Perry County**   Component Manager: **Carole Mullins**

School Name: **Perry County Central High School**   Date: **November 2003**

Priority Need	Goal (Addresses the Priority Need)

The Spring 2003 KCCT scores reflect a decrease in the following content areas:
  • Mathematics   - 0.50
  • Science   - 1.44
  • Social Studies   - 0.41
  • Arts/Humanities   - 1.48
 	
Analysis of the 2003 Kentucky Performance Report dissagreggated data reveals the following results in Reading:
  • Students with Disabilities not performing to state standards
  The Spring 2003 NCLB report indicates that Adequate Yearly Progress was not met in the following:
  • Reading: Students with Disabilities not performing to national standards
 	
The Fall 2003 *Degrees of Reading Program Assessment* reveals the following:
  • 9th Grade Students scored a Median of 62 Instructional Level DRP Units (6 points below the established Median)
  • 10th Grade Students scored a Median of 65 Instructional Level DRP Units (3 points below the established Median)
	A. The 2004 KCCT academic index of Reading, Mathematics, Science, Social Studies, and Arts/Humanities will increase by a score of 5 points each based on the 2014 School Academic Index goal of 100.
	
	B. Reduce achievement gaps in the identified area of disabilities in order to meet the reduction targets set by the PCCHS SBDM council for the 2002/2004 biennium (SB 168).
	
	C. The spring 2004 *Degrees of Reading Program Assessment* results will reflect a Median Instructional Level DRP unit increase of 6 points for 9th Grade Students and 3 points for 10th Grade Students.

Causes and Contributing Factors	Objectives with Measures of Success
Based on the 2002 Scholastic Review process, the 2003 KPR student responses and additional teacher evaluations, walkthroughs, lesson plans, and student interviews: • Most teachers rely on teacher-directed strategies (lecture and whole group instruction). • In general, instruction is directed towards those with verbal and auditory skills. • Teacher Instructional strategies are not effective in meeting the needs of all students. • Higher-order thinking skills are not required in a large number of activities. • Teachers do not collaboratively analyze student work in order to continuously monitor and modify instruction. Professional Development Records indicate a lack of teacher participation in the area of Research-Based Instructional Strategies in all content areas.	**A.1 & B.3** Beginning in the Fall of 2003 teachers will engage students in learning through the use of varied research-based instructional strategies/activities that address different learning styles in order to support the Reading Across the Curriculum Plan. **A. 2** By May 2004, teachers will collaborate and analyze student work once each semester in order to develop an instructional action plan pertinent to each subject area. **A.3 & B.4** By May 2004, teachers will participate in two 3-hour PD sessions in the area of Research-Based Instructional Strategies Across the Curriculum. **A.4 & B.5** By June 2003, PCCHS Department Heads will participate in one literacy study group: (IRA Literacy Study Group session: *Adolescent Literacy* and *Reading for Understanding)* and one professional book study group: (*A Guide to Improving Reading in Middle & High School Classrooms*). **A.5 & B.6** Beginning in the fall of 2004, PCCHS Department Heads will facilitate literacy study groups within their department in order to build a knowledge base for Reading Across the Curriculum within the school. **B.1** By the end of the 2002-2004 biennium the performance gap in 9th grade reading between students tested without accommodations and those tested with accommodations, will be reduced by 3.4 NCE points. **B.2** By the end of the 2002-2004 biennium the performance gap in 10th grade reading between students tested without accommodations and those tested with accommodations will be reduced by 14.0 scale score points. **C.1** By May 2004, teachers will provide 9th and 10th grade students formal reading assessment through the implementation of the TASA, *Degrees of Reading Power* assessment program. **C.2** By May 2004, teachers will provide all students informal assessment through the use of 2 content area specific CLOZE passages.

Action Component: READING ACROSS THE CURRICULUM PLAN

District Name: **Perry County**   Component Manager: **Carole Mullins**

School Name: **Perry County Central High School**   Date: **November 2003**

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	A.1.a and B.3.a The Reading Mentor will provide two 3-hour PD sessions utilizing: _**Classroom Strategies for Interactive Learning, 2nd Edition**_, by Doug Buehl. (Resource will be purchased for all PCCHS teachers).	Teacher implementation of varied research-based instructional strategies in the classroom that address multiple intelligences and learning styles will increase overall student achievement across the curriculum. Implementation of strategies will be monitored through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins Dacker Combs Larry Robinson Joe Hignite Jan Johnson Central Office Administrators	Oct. 2003	May 2004	$1,600.00
	A.1.b and B.3.b The current "Plan to Assist Struggling Students" will be revised to include the requirement that teachers implement 2 research-based Reading Across the Curriculum instructional strategies during the 2003-04 school year.	Teacher Implementation of research-based instructional strategies across the curriculum will help to meet the needs of all students, increase student achievement, raise test scores, and reduce achievement gaps as determined by analysis of student work and test data. Implementation of strategies will be monitored through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins Dacker Combs Larry Robinson Joe Hignite Jan Johnson Central Office Administrators SBDM Council	Sept. 2003	Oct. 2003	-0-

	C.1.a The TASA Degrees of Reading Power continuous assessment program will be utilized to formally assess 9th and 10th grade students in the Fall of 2003 and Spring of 2004.	Results acquired through the DRP assessment program (Fall 2003 & Spring 2004) will be used as support data to address student needs in reading across the curriculum and will assist teachers in the implementation of appropriate instructional strategies. Completion of strategies will be evidenced through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	Carole Mullins PCCHS Faculty	Oct. 2003	Mar. 2004	$4,300.00
	C.1.b A training session will be conducted in order to prepare staff for the use of the new *Degrees of Reading Power (DRP)* assessment program.	English I and II teachers will become trained in the administration of the DRP assessment program. Organization of completed tests will determine teacher's knowledge of the administration process.	Kim Hall Carole Mullins	Nov. 2003	Nov. 2003	-0-
	C.2.a PCCHS teachers will administer 2 content specific CLOZE reading passages to all students during the 2003-04 school year.	Results acquired from classroom Informal assessment results will be used as support data to address student needs in reading and to develop content specific Plans of Action. A copy of plans will be given to the Instructional Supervisor and implementation will be evidenced through teacher evaluations/observations, walkthroughs, lesson plans, student interviews, etc.	PCCHS Faculty Carole Mullins	Dec. 2003	May 2004	-0-

	A.2.a Teachers will meet collaboratively to analyze student work once each semester utilizing the Kentucky Student Performance Descriptions as the measurement tool.	Information acquired from analysis of student work will help to continuously monitor and modify instruction. A Plan of Action to address identified student needs and improve instructional practices will be developed by each subject area.	PCCHS Faculty Carole Mullins	Oct. 2003	May 2004	Stipends will be paid from PD funds.
	A.4.a and B.5.a PCCHS Dept. Heads will participate in a professional book study utilizing *Reading for Understanding: A Guide to Improving Reading in Middle & High School Classrooms* and an IRA Literacy Study Group session: *Adolescent Literacy.*	Participation in study groups will help build capacity in the area of adolescent literacy within the school. Department Heads will facilitate future study group sessions within their own departments. This will be evidenced through attendance records kept by the instructional supervisor.	PCCHS Faculty Carole Mullins	Oct. 2003	May 2004	$260.00 $435.00
	A.5.a and B.6.a PCCHS Department Heads will facilitate literacy study groups within their individual departments.	Literacy study groups within each department will build a stronger knowledge base for Reading Across the Curriculum within the school. Attendance records, agenda, walkthroughs, lesson plans, and student interviews will provide confirmation of teacher knowledge/implementation.	PCCHS Dept. Heads Carole Mullins	Oct. 2004	May 2005	PD Funds will cover all costs

Literacy Planning Tools

Use these tools to develop a literacy component in your Comprehensive School Improvement Plan

Priority Need
Goals
Causes and Contributing Factors
Strategy/Activity
Objectives with Measures
of Success
Expected Impact

Template:

According to _____, _____ assessment _____%
           (year)   (type)   (% of students)

of _____ students scored below the Proficient level in _____.
      (grade)   (content area/s)

According to _____, _____ did not meet Adequate Yearly
           (data source)   (name of school)

Progress (AYP) in reading in _____.
                          (subdomain/s)

Characteristics:

- includes data-based statements from multiple sources (i.e., assessments purchased with Mentor funds, Literacy and/or Mathematics PERKS, CTB, Kentucky Performance Report, etc.)
- addresses subpopulations (i.e., the elements of Senate Bill 168 and Annual Yearly Progress)
- demonstrates reflection on all available data to prioritize needs and includes only those needs that can leverage change in educational practice or student achievement
- measurable
- focus on content areas

PRIORITY NEED

Examples:

(1) According to the 2003 KPR and the 2003 CTB report, 52% of 7th grade students scored below state standard; 59% of 6th grade students scored below the 50 percentile. According to the 2003 NCLB report, LCMS did not meet Adequate Yearly Progress (AYP) in reading in the students with disabilities subpopulation.

(2) According to the January 2001 Gates-MacGinite reading test scores, 46% of our P1, 68% of our P2, 62% of our P3, and 50% of our 5th graders are below grade level in Reading.*
       *missing information on subdomains

Non-examples:

.

(1) Classroom assessments did not include multiple-choice items.

Revised:
Based on our 2003 KPR, 48% of our students did not perform well on multiple choice items.

Goal for the revised Priority Need statement:
Teachers will use multiple choice items as part of regular assessments.

Template:

By _____, _____ there will be a _____%
    (month)   (year)   (number)

increase in the number of students scoring at the Proficient

level and _____% decrease in the number of
              (number)

students scoring in the Novice level on the _____
                                              (type)

assessment.

Characteristics:

- · measurable
- · numerical
- · realistic
- · basic, single statements explaining how to address the priority need
- · Clearly reflects the WHAT & WHEN

GOAL
(addresses the Priority Need)

Examples:

(1) By May 2004, LCIS KCCT results in mathematics will reflect a Math Academic Index of 68.6 with no more than 28.7% of students scoring at the Novice level.*
      *The only information missing from this statement is why those numbers were selected. Ideally, those are the numbers necessary for reaching Proficiency by 2014.

(2) By Spring 2002, there will be a 15% increase in the number of students scoring at the Proficient level and a 10% decrease in the number of students scoring at the Novice level on the KCCT.

Non-examples:

Example 1
Reduce percent scoring novice by 4% annually.
Decrease the gap in the academic index by .5 annually.
Decrease the gap in the academic index by 1 annually.
Decrease the amount of blanks in all math strands.

Example 2
Improve student achievement in the area of mathematics.
Reduce the number of students scoring novice by . . .

Template:

According to _____, _____
           (year)   (data source)
identify the problem/strength.

Characteristics:
- Address WHY a priority need exists
- address specific observations, evaluations, and interviews with parents, teachers, and students, in regard to classroom practice
- are insightful and logically linked to the Priority Need

CAUSES AND CONTRIBUTING FACTORS

Examples:

(1) According to walkthrough observations and discussions with teachers, although significant work has been completed in the area of curriculum alignment and mapping, teachers are not extensively using curriculum documents to guide instruction.

(2) According to an analysis of assessments, students are not experiencing significant exposure to "CATS-like" assessments.

(3) According to tracking records, unit planning is taking place only sporadically.

(4) According to the November 2002 Scholastic Audit and February 2002 Math Audit, there is little evidence that effective and varied instructional strategies are used in the classroom.

(5) Based on student responses in KPR, most students say they don't read texts other than the textbook.

Non-examples:

(1) According to 2003 CATS scores, students missed 48% of the multiple-choice items.

(2) According to the 2003 KPR, 65% of students scored below Proficient in reading.

Examples:

A1a Students K-5 will experience developmentally appropriate literature discussions and literature journal writing at least three times a week.

A1b Teachers will model effective comprehension strategies using a variety of genres on a daily basis.

A1c Students will experience daily guided reading that includes before, during, and after reading comprehension strategies.

A2a Students will be provided explicit instruction in comprehension strategies during the regular read-aloud time.

A2b Students will participate in shared reading and writing at least twice weekly, with emphasis on word identification, vocabulary, and comprehension strategies.

A2c Teachers will participate in a monthly study group to share research and to design effective read-aloud activities.

A3a A teacher committee will select content-area reading materials at various levels to support units of study.

A3b All students will have daily explicit instruction in content-area reading strategies using materials and other resources to support K-5 units of study.

A3c Literacy Team will provide one PD session for other teachers on explicit instruction in informational reading comprehension strategies.

A4a K-5 teachers will develop a continuum of comprehension strategies that all students will apply in daily reading.

A4b Teachers will have focus groups to match assessment to the strategies being taught.

A4c Measurement of student progress in knowledge and use of comprehension strategies will be conducted on a regular and ongoing basis.

Characteristics:

- Systemic, sequence of steps designed to accomplish each objective
- Feasible in terms of identified timelines.
- Identify a person to be responsible (by name) and have budget considerations.
- list specific evidence of impact to be expected.

STRATEGY/ ACTIVITY

Non-examples:

(1) All nine standards committees will have parent and student members.

(2) Purchase student IGP folders and crates for storage in advisors' rooms.

Template:

By _____, _____ there will be _____
   (month)   (year)   (identify change to occur)

as measured by _____.
         (identify how the change will be measured)

Characteristics:

- Set of activities designed to achieve the goal
- Timeline for achieving goal
- More short term than overall goal

OBJECTIVES WITH MEASURES OF SUCCESS

Examples:

A1 By Spring 2002, daily instruction for all students will include a one-and-a-half hour balanced literacy block with explicit instruction in comprehension strategies, as evidenced by lesson plans and principal observations.

A2 By August 2002, daily instruction for all students will include read-alouds that focus on a variety of comprehension strategies, as evidenced by lesson plans and principal observations.

A3 By Spring 2002, at least 30% of all classroom book collections will be informational text, and at least 30% of literacy instruction each week will involve content-area reading strategies, as measured by units of study and lesson plans.

A4 Beginning August 2002, all students will be evaluated using authentic reading assessment tools (e.g., discussion rubrics, self-assessments, literature, journals, learning logs, open-response questions, performance tasks, webquests, and anecdotal records).

Non-examples:

(1) On the 2006 KCCT report, 8th grade students will show a 10% decrease in the Novice level in all mathematics core content.

(2) By June 2006, there will be 10% decrease at the Novice level as measured by KCCT performance report scores.

EXPECTED IMPACT

Characteristics:

should include
- student performance/learning expected
- educational practice expected
- anticipated products
- specific indicators of impact (How will you know?)
- should have a direct connection to the grant

Examples:

(1) Preprimary children will have early literacy and language experiences critical for beginning reading, as evidenced by teacher lesson plans, logs, and student work.

(2) Parents will have access to activities and materials to use with their children, as evidenced by responses on home use (e.g. logs, teacher notes, etc.).

(3) All instructional staff at the school will implement a consistent reading approach which includes approaches for diverse learners.

(4) Students experiencing difficulty will receive positive, early intervention (instead of waiting until they experience failure), as evidenced by ESS on going student assessment or other records.

Non-examples:

(1) Phrases that have been repeated (cut and paste) for more than one strategy.

(2) Improve student achievement because gaps will be eliminated.